

**OFODILE  
EXHIBIT 7**

**P.S./I.S. 208 Queens**  
74-30 Commonwealth Boulevard  
Bellerose, New York 11426  
Phone (718) 468-6420 Fax (718) 468-5054

James E. Philemy  
*Principal, I.A.*

Lynn Staton, Ilyssa Mandell  
*Assistant Principals, I. A.*

**INFORMAL OBSERVATION**

Teacher: Ms. Spencer  
Subject: Math  
Grade: 7<sup>th</sup> Grade  
Date: January 6, 2004

As I walked into your room on January 6, 2004 at 11:95 AM I was able to observe the following:

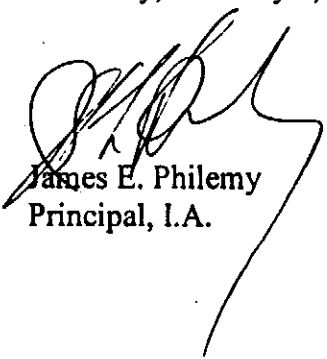
- You had on one side of the board an Aim, on another a Learning Objective and in the middle a Do Now. There were so stipulated:  
Aim: Review – How do we compute using scientific notation.  
Objective: To be able to compute using scientific notation  
Do Now: Problem of the day – Willy Mays hit  $6.6 \times 10$  (square) career home runs. Write  $6.6 \times 10$  (square) in standard notation. #2 – In 1999 the wealthiest person in the world's asset were estimated as 90,000,000,000. Write this in scientific notation.
- Routinely you moved around the room collecting homework while children were working on the problems of the day.
- A few minutes later, you went through the same motion of moving around the room to verify who was finished with the assignment or not.
- You had a child read the first problem of the day and give the answer. Then you directed a second child to read the second problem of the day and give the answer.
- You instructed the children to open their book to page 566. You assigned lesson 1 to 9 on page 566 examples 10 to 15, then 19 to 24.
- As they were completing the assignment you move from one group to the next providing assistance to those in need.

- You called on a child to try #10, then you asked the children to complete #1 to 9 on their own.

### **Recommendations**

- In the interest of saving time, you need to label a basket "Homework Assignment" and place it conspicuously by your desk. Children will routinely place their homework in the basket as they enter the room.
- As you engage children into the activities, you need to give them a sense of how much time is needed to solve each exercise.
- To avoid confusing the children you must use only learning objective not both Learning Objective and Aim
- You must provide a platform for children to discuss in their respective groups the strategies used to solve the problems and share the outcome with the class.
- There must be a writing connection with each lesson. Children should be allowed to write in their math journal their reaction to the process of solving the exercises and the strategies utilized.
- You must introduce new vocabulary words to the lesson. They will be defined in context, used in sentences and placed permanently on the math word wall.

This lesson was unsatisfactory. I am looking forward to observe you in a formal lesson on Friday, February 6, 2004 where these recommendations will be implemented.



James E. Philemy  
Principal, I.A.